

edTPA is a required common assignment for our teacher candidates to perform during student teaching.

The edTPA, identifies and collects subject specific evidence of effective teaching that is drawn from a learning segment—3---5 lessons from a unit of instruction for one class of students. Candidates’ evidence is evaluated and scored on multiple measures within five dimensions of teaching.

1. **Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials, student assignments/assessments, as well as a planning commentary that justifies the plans based on the candidate’s knowledge of diverse students’ learning strengths and needs. Candidates demonstrate how their plans are aligned with content standards (e.g. Common Core), build upon students’ prior learning and development to deepen subject matter knowledge, and how instruction is differentiated to address varied student needs.

THE FIRST WEEK OF SCHOOL THE TC NEEDS TO COLLECT DATA ON THE STUDENTS TO HELP THEM COMPLETE THE CONTEXT TO LEARNING. YOU CAN ASSIST BY LETTING THE TC KNOW WHO HAS a 504 PLAN, IEP, ELL learner, GIFTED, other. THE TC THEN FILL OUT THIS FORM ON THEIR OWN BY THE SECOND WEEK OF THEIR PLACEMENT.

The image shows two pages of the edTPA 'Task 1: Context for Learning Information' form. The left page contains the following sections:

- edTPA** logo and 'Early Childhood Task 1: Context for Learning Information' header.
- TASK 1: CONTEXT FOR LEARNING INFORMATION** title.
- Instructions: 'Respond to the prompts below (no more than 3 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.'
- About the School Where You Are Teaching** section with questions 1-3 regarding school type, special features, and district requirements.
- About the Class Featured in This Assessment** section with questions 1-4 regarding time spent on language/literacy, grouping, textbooks, and other resources.
- About the Children in the Class Featured in This Assessment** section with questions 1-3 regarding grade levels, age range, and number of children.
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The right page contains the following sections:

- edTPA** logo and 'Early Childhood Task 1: Context for Learning Information' header.
- Questions 4-5 regarding student demographics and learning needs.
- Instruction: 'Consider the variety of learners in your class who may require different strategies, supports or accommodations/modifications to instruction or assessment (e.g., English language learners, gifted children needing greater support or challenge, children with Individualized Education Programs (IEPs) or 504 plans, struggling readers, or children who are at different points along the developmental continuum).'
- Children with Specific Learning Needs** table with columns: 'IEP/504 Plans: Classifications/Needs', 'Number of Children', and 'Supports, Accommodations, Modifications, Pertinent IEP Goals'. Example row: 'Visual processing' with 2 children and supports like 'Close monitoring, large print text, window card to isolate text'.
- Other Learning Needs** table with columns: 'Other Learning Needs', 'Number of Children', and 'Supports, Accommodations, Modifications'. Example row: 'Struggling readers' with 6 children and supports like 'Provide oral explanations for directions, guiding/scaffolding language, and literacy experiences (e.g., breaking down tasks)'.
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AS YOU MAP OUT THE CURRICULUM FOR THE 8-16 WEEKS FOR COMPREHENSION OR COMPOSITION, THE MENTOR DECIDES WHEN YOU WANT THE TC TO FOCUS ON a LITERACY CENTRAL FOCUS (THE STUDENT THEN PLANS at least 3 consecutive lessons (Scaffold learning) THEY must include the COMMON CORE STANDARD for either **COMPREHENSION** or **COMPOSTION**. NOTE THAT **EARLY CHILDHOOD** IS Interdisciplinary UNIT AND MULTIMODAL APPROACH FOR LANGUAGE DEVELOPMENT.

The teacher candidate can use e.g. Core Curriculum Modules only if they REWRITE into the edTPA lesson plan format in their own words using the edTPA LESSON PLAN GUIDE.

This is a central focus chart for the ELEMENTARY edTPA, where the TC can choose ONE to focus on for their THREE LESSONS.

Central Focus ideas	Essential Literacy Strategy	Requisite Skills	Language Function	Possible lesson plan ideas/theory/reading-writing connections
comprehend narrative text by <u>making Connections</u>	Use prior knowledge	Phonics, decoding, word recognition Descriptive words	Explain/describe	Writing response Sentence frame
comprehend narrative or informational text through supporting evidence	Reasoning	Phonics, decoding, word recognition Vocabulary meaning in context	Justifying	Anticipation guide (Content area strategies for literacy-Fisher & Frey T-Chart and Opinion
Comprehend by using the <u>main idea</u> and supporting details to determine importance of narrative or informational text	determining importance	Phonics, decoding, word recognition Vocabulary meaning in context	Inquire	Gist-5 w's and how Anticipation guide (Content area strategies for literacy-Fisher & Frey)
comprehend informational text through inferencing and support with evidence	Use text features (Using visuals and structure of a text to predict topic)	Phonics, decoding, word recognition Vocabulary meaning in context	Inferencing/predict	Inferencing chart-What I Know Prediction chart Create by Prof. P.GEORGE
Compose an opinion piece	Using reasons/evidence to support an argument Close reading	Writing sentences Writing paragraphs	argue	Discussion web (Alvermann, 1991) Graphic organizers Close reading (to read opinions)
Compose a descriptive, writing piece	Using a graphic organizer to organize writing	Writing sentences Writing paragraphs	describe	Alphaboxes (Hoyt) Graphic organizers
Compose an informational writing piece	Note-taking from an informational text to support drafting a topic close reading	Writing sentences Writing paragraphs	explain	Close reading (to gather information) Graphic organizers
Compose a compare/contrast essay	Using a graphic organizer to organize writing	Writing sentences Writing paragraphs	Compare/contrast	Venn diagram T-chart

This is a central focus chart for the EARLY CHILDHOOD MAJORS' ONLY (GRADES prek-2) edTPA, where the TC can choose ONE to focus on for their THREE LESSONS(MUST BE INTERDISCIPLINARY!

Early Childhood Language Ideas

Central Focus Ideas	Possible Interdisciplinary Connections	Multimodal Examples	Academic Language Suggestions	TARGET For assessment		
<p>Animals and their Homes</p> <p>(forest animals, farm animals, ocean animals)</p> <p>(Informational Text- tell a fact)</p>	<p>Science (habitats)</p>	<p>Students work as a group to create a mural of the different animal homes</p> <p>Use plastic animals and have students sort them by where they live</p>	<p>forest animals, farm animals, ocean animals</p> <p>Sentence frame: _____ lives in the _____.</p>	<p>Students create a book on animal's and their homes.</p> <table border="1" data-bbox="1214 554 1414 716"> <tr> <td data-bbox="1219 554 1409 604">Illustrate</td> </tr> <tr> <td data-bbox="1219 611 1409 716">Write sentence _____ lives in the_____.</td> </tr> </table>	Illustrate	Write sentence _____ lives in the_____.
Illustrate						
Write sentence _____ lives in the_____.						
<p>Story elements (characters and setting)</p>	<p>The story could take place in a habitat like the ocean (Science)</p> <p>The story could take place in a community like the city or country (Social studies)</p>	<p>Use puppets to act like and/or describe the characters</p> <p>Draw a picture of the setting</p>	<p>Vocabulary: characters, setting, people, places</p> <p>Sentence frames: The characters are. . . The setting is . . .</p>	<p>Sentence frame</p> <p>The policeman ____</p> <p>The fireman____</p>		
<p>Families</p>	<p>Social Studies</p>	<p>Use blocks to build a family home: use plastic people figures and name them after family members</p> <p>Draw a family portrait</p> <p>Make family puppets</p>	<p>Mother, father, sister, brother, grandmother, grandfather, cousin, aunt, uncle, family, belong, related</p> <p>_____ is my mother.</p> <p>_____ is my father.</p> <p>_____ is my sister.</p> <p>_____ is my brother.</p>	<p>Sentence frame</p> <p>_____ is my mother.</p> <p>_____ is my father.</p> <p>_____ is my sister.</p> <p>_____ is my brother</p>		
<p>Sequencing (beginning, middle, end)</p>	<p>Informational text (Science or Social studies)</p>	<p>Take objects from the text and put them in the correct sequence or Use pictures from the text and put them in order at the pocket chart</p> <p>Have students write and/or draw a sequence of events like how to make a sandwich</p>	<p>Vocabulary: beginning, middle, end</p> <p>Syntax: connecting words First. . . Next. . . Last. . .</p>	<p>Complete a Graphic organizer By gluing pictures in sequential order</p>		

2. **Instructing and Engaging Students** in Learning includes one or two unedited video clips of 15 minutes--20 minutes from lessons taught in the learning segment, and an instruction commentary analyzing how the candidate engages students in learning tasks and activities. Candidates also demonstrate how they elicit and monitor student responses to develop deep subject matter understandings. **We tell our Teacher Candidates to VIDEO RECORD ALL 3 LESSONS and to VIDEO RECORD GIVING FEEDBACK TO THEIR FOCUS STUDENTS.**

3. **Assessing Student Learning** includes classroom based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of two focus students, explain how their feedback guides student learning, and how the assessment results inform teaching next steps for individuals and groups with varied learning needs.

NOTE: **EARLY CHILDHOOD** edTPA will have 2 students from the class as the focus of their individual learning as compared to the whole class/group. **ELEMENTARY** edTPA will have 3 focus students from the class as the focus of their individual learning as compared to the whole class/group.

4. Analysis of Teaching Effectiveness includes a commentary explaining which aspects of the learning segment were effective (for whom and why), and what the candidate would change across the lessons to improve student learning.

5. Academic Language Development is evaluated based on the candidate's ability to support students' use of language (subject specific vocabulary and processing and production of oral/written texts) to deepen subject matter understandings. Candidates explain how students demonstrate academic language using student work samples or video recordings of student engagement.

- MENTOR teachers will play varying roles during the time in which student teachers complete the above tasks ranging from a supportive role to a more active role. **Please note that the student teacher will be required to take the lead for planning, instruction and assessment for the 3-5 lessons (for edTPA) in order to successfully complete the certification requirements.**

Below are some possible ways cooperating teachers can assist student teachers: Decide if the teacher candidate will have work with a group of at least FOUR students or the Whole Class for his/her edTPA 3-5 lessons. We suggest only teach THREE CONSECUTIVE lessons due to the time constraints

Guide understanding of curriculum organization in your classroom/school/district

Map when student teacher will teach. Ask to see their edTPA time line. FOR TASKS 1-3 is LITERACY teaching it should take only 3 consecutive days to teach. IF THEY ARE working on the ELEMENTARY edTPA they have an additional task 4 for MATHEMATICS reengagement activity which should only take one week.

Assist student teacher (ST) in securing video permission forms They have a form to use or they can use the form your school hands out.

Record video (if applicable)

Assist T to understand literacy and assessment strategies

Adapted by Arioli from Stanford Center for Assessment, Learning and Equity (SCALE) June 2012

